



Patchogue Arts Council's (PAC) **PEACE Project** provides professional development solutions for middle and high school educators, teaching artists, and cultural partners across Long Island. Our empowered community of educators, teaching artists, and cultural partners deliver an effective use of the arts, with practices focused on College, Career, and Civic Readiness (CCCR) and Culturally Responsive-Sustaining education (CR-S) to students. Our approach to learning addresses urgent issues in local, state, and national education, and we are committed to the evolution of diverse, inclusive, and equitable education. Professional Development for PEACE is provided through our partnership with Eastern Suffolk BOCES Arts in Education.

## OUR IMPACT

Having completed our third cohort the **PEACE Project** has become a cornerstone for sustained, long-term student success. What began as a response to a real need in our local schools has evolved into a dependable source of guidance, stability, and opportunity for our community. And in a year marked by cultural, social, and global uncertainties consistency matters. Our students are navigating a world that feels increasingly unpredictable—yet inside our partnered classrooms, they are gaining skills, community, and confidence that steady them.

Our mission has never been more important. By equipping middle- and high-school students with college, career, and civic readiness tools, collaborative learning experiences, and the support to advocate for their futures, we're helping them build foundations to navigate real-world complexities. While the data tells one story, the deeper truth lives in **their voices**:

**"LEARNING MORE ABOUT THE OPPORTUNITIES THAT ARE OFFERED FOR ME, ENCOURAGES ME TO FOCUS MORE ON MY FUTURE."**

**"IT IS NICE TO SEE THAT OTHER PEOPLE CARE FOR STUDENTS [IN MY SCHOOL] AND THAT THIS PROJECT HAS BROUGHT US TOGETHER TO DISCUSS OUR FUTURES WITH EACH OTHER."**

**"NOW, I RESPECT THE OPINION OF OTHERS AND I UNDERSTAND THE WAY THEY THINK"**

**"I WAS ABLE TO REMINISCE ON MANY BEAUTIFUL THINGS FROM MY PAST IN MY HOME COUNTRY"**



**"THIS MOTIVATED ME TO GET MORE INVOLVED IN THE COMMUNITY."**

**"THIS PROJECT ALLOWED ME TO SEE THAT IF I COMMIT MYSELF, I CAN ACHIEVE ANYTHING. I WAS ABLE TO CHANGE MY PERSPECTIVE ON LIFE."**

**"THIS PROJECT HAS TAUGHT ME TO PUT MYSELF OUT THERE AND THAT MY OPINIONS AND IMPACT CAN BE OF GOOD HELP."**

**"THIS PROJECT MAKES ME FEEL MORE QUALIFIED AND SELF CONFIDENT ABOUT MYSELF AND MY KNOWLEDGE."**

**"I LEARNED THAT IT DOES NOT MATTER HOW LONG THE PROCESS TAKES OR THE MISTAKES YOU MAKE ON THE WAY; THIS IS ALL PART OF IMPROVING AND GETTING BETTER AT SOMETHING."**

**"[THIS PROJECT] WILL HELP ME COPE WITH LIFE SITUATIONS OUT OF SCHOOL. IT HELPED ME WITH MY CREATIVITY AND ABILITY TO THINK AND KNOW MYSELF BETTER."**



# PEACE COHORT 3 AT A GLANCE

With three years of impact behind us, the momentum is undeniable—and the work ahead is even more critical. Funding for PEACE is an investment that stimulates the economy, supports local jobs, and contributes to building a healthy and vibrant partnership with our schools. We require approximately \$350k annually in funding to continue to fuel our Arts in Education progress and generate opportunities across Long Island. With ongoing support we can expand our reach, amplify our impact, and create lasting change for years to come.

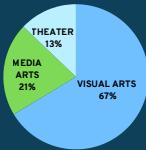
We are pleased to share qualitative and quantitative feedback on how our year 3 PEACE Cohort successfully embedded CR-S, CCCR, and 21st Century Skills into arts based learning from June 2024-June 2025. This feedback is used to:

- Approach plans, implement, and assess our work in real time.
- Understand participants' experience with, and input on, the PEACE project.
- Apply learnings to maximize efficacy beyond this project.

## 深厚的 DEMOGRAPHIC OVERVIEW

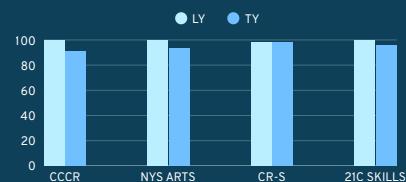
- 24 YEAR 3 PEACE COHORT MEMBERS (2024-2025)
- 12 TEACHER/TEACHING ARTIST PARTNERSHIPS DEVELOPED
- 7-12 STUDENT GRADE RANGE (HIGH SCHOOL IS LARGEST)

### CULTURAL PARTNER DISCIPLINES



## PROJECT EFFECTIVENESS

- PARTNERSHIPS REFLECT A 94% EFFECTIVENESS RATE, (-6 PTS VS LY)
- THE HIGHEST INDEX WAS IN CR-S AT 98% (FLAT VS LY)
- THE LARGEST DECLINE WAS IN CCCR (-9 PTS VS LY)



## POST PROJECT IMPROVEMENTS

- 95% OF COHORT MEMBERS FEEL THEY ARE EQUIPPED WITH THE KNOWLEDGE NEEDED TO INTEGRATE THE ARTS ACROSS DISCIPLINES
- THE LARGEST IMPROVEMENT FOR FRAMEWORK INCORPORATION WAS MADE IN CR-S



## GROWING OUR PRESENCE & BUILDING A WIDER COMMUNITY

This year also marked a significant expansion in the **PEACE Project's** reach and visibility. Our team presented insights and best practices at leading national education conferences, including the College Board Forum in Austin, TX, and the American Evaluation Association (AEA) in Portland, OR.

Through newly established nationwide partnerships; we've opened new doors for collaboration, and extended the visibility of our work beyond classrooms.

PEACE also launched our Student Ambassador Program, empowering participants to represent the initiative in their schools and communities. Together, these efforts are strengthening our presence, widening our impact, and ensuring that the work happening locally contributes to progress nationwide.



PRESENTED AT  
20+  
CONFERENCES  
(INCLUDING  
LOCAL, STATE  
AND NATIONAL)



LAUNCHED  
STUDENT  
AMBASSADOR  
PROGRAM

ESTABLISHED  
NATIONAL  
PARTNERSHIPS



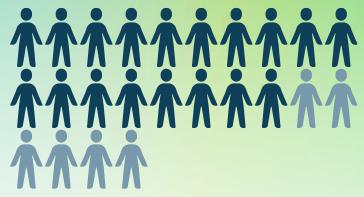
TESTIFIED AT  
NYS ARTS DAY  
2025 ON IMPACT  
AND PROGRESS



# PAC PEACE PROJECT COHORT 3 PRE/POST SURVEY RESULTS

There were a total of 24 participants in Cohort 3. In June 2024, a pre-survey was administered to participants to assess their knowledge, comfort, and ability to incorporate the arts using multiple instructional frameworks before program implementation.

A post-survey was administered during May 2025 after implementation. 18 participants completed the post-survey. Upon analysis of the data, we matched 18 participants across the pre-and post-survey. **Only the matched survey results are presented.**

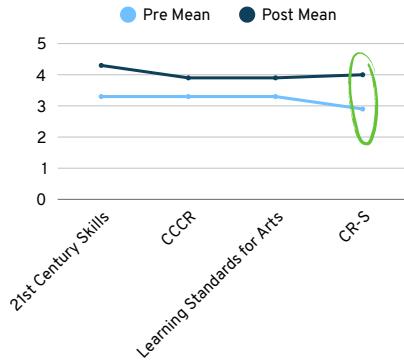


## KNOWLEDGE INTEGRATION

- Post program, 95% feel 'knowledgeable' to 'very knowledgeable' on integrating arts across disciplines

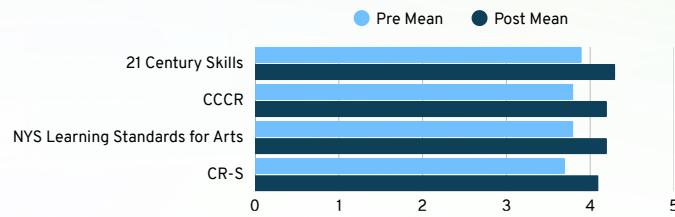


- Understanding of framework grew 28% post program.
- Largest increase in CR-S with +40% (+1.2 pts)**
- (Post program overall 4.0/5 knowledge index)

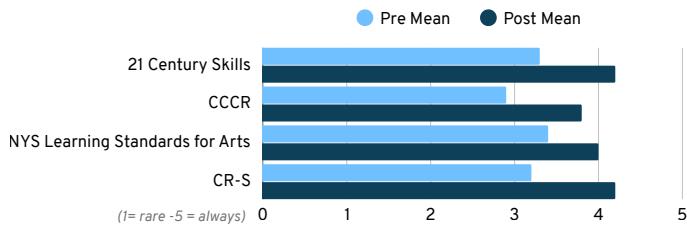


## FRAMEWORK INCORPORATION

- The **ability** to incorporate frameworks into students work **increased 10% across all 4 frameworks**.
- Largest increase in CR-S at +12%.
- (Post program overall 4.2/5 ability index)



- The **frequency** to incorporate frameworks **increased +27% across all 4 frameworks**
- Largest increase in 21 Century Skills, CCCR, and CR-S at 30%
- (Post program overall 4.2/5 frequency index)



## WHAT OUR COHORT MEMBERS ARE SAYING...

**“**  
I have widened the circle in my project to **expand the good work outside of the classroom** by facilitating a building-wide after-school professional development opportunity for teachers with one of the artists with whom I am collaborating on my project.

*It was an awesome event and drew in teachers who were not familiar with PEACE!*

**“**  
The hands-on creative components of our graphic memoir project engulfed students in a carefully cultivated safe space where they could **explore their individual and community identities**.

*Delving into their history by writing about it and choosing meaningful images to represent themselves and their ancestry engaged them in a process of thoughtful reflection of their past, and consideration of their future.*

**“**  
By exploring storytelling and scriptwriting as an art form, these young writers **developed self-awareness, strengthened their voices, and helped build a more inclusive and informed school community.**

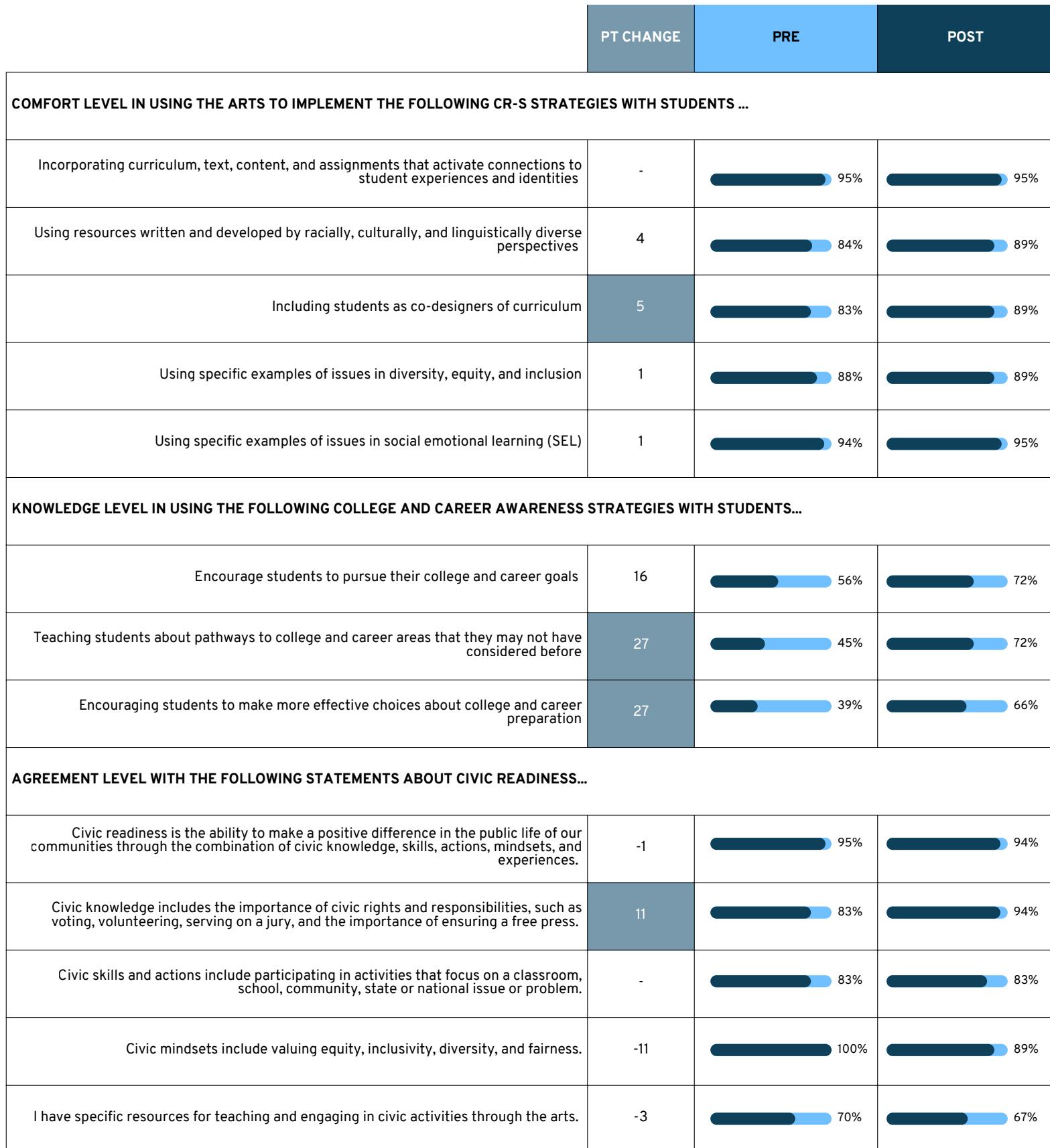
**“**  
The interactive presentation was a huge success, **creating a vibrant atmosphere where students had the opportunity to reflect, connect, and foster a strong sense of community**. Through a thoughtful combination of words, images, shared experiences, and music, we cultivated a safe and welcoming environment.

**“**  
It was a meeting of great surprises from my point of view. The kids who come from different cultural and family backgrounds, sometimes problematic, showed surprising interest and attention. I would almost say that they were **waiting for us to come**.

# PAC PEACE PROJECT COHORT 3 PRE/POST SURVEY RESULTS

Survey participants were asked specific questions regarding their comfort, knowledge, and agreement level on implementing College, Career, and Civic strategies with students. Knowledge sharing regarding future college and career considerations show the largest improvements post Cohort.

\*Only 'agree' and 'strongly agree' (#4, #5 on selection scale) reflected in overall percentage to highlight impact. The selections 'Somewhat agree', 'neutral' or 'disagree' not included. The question by category with the highest point increase is highlighted in blue.



## PAC PEACE PROJECT COHORT 3 REFLECTION TOOL RESULTS

*There were a total of 24 participants in Cohort 3. In June 2025, participants were asked to complete an Educator Reflection Tool and a Student Reflection Tool for each of their students.*

The purpose of these tools are to assess the extent to which their units embedded 21st Century skills, CCCR, and CR-S approaches into art-based learning and collect feedback on how effective the content was in reaching the intended outcomes of the units.

*We received 18 educator /cultural partner reflection entries, representing 12 teacher/teaching artist partnerships.*

## OVERALL, PEACE PARTNERSHIPS REFLECT A 94% EFFECTIVE RATE

- Below is a breakdown of each disciplinary area, with examples on how projects embedded skills into art-based learning for sustainable, personal development.
- We've highlighted subgroups that are applicable to all partnerships, with acknowledgement to high effectiveness scores (content to intended outcome) to indicate partnership impact.

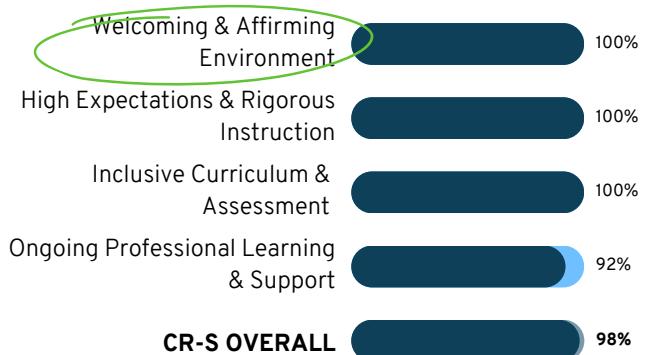
## CULTURALLY RESPONSIVE-SUSTAINING

## CR-S EFFECTIVENESS INDEX:

Overall reflection survey results indicate a **98% effectiveness rate** for the cumulative subgroups (right).

Of the 4 subgroups, **'Welcoming & Affirming Environment'** received the highest effectiveness score, with 92% of participants responding 'very effective'.

**Welcoming & Affirming Environment:** Contribute to shaping an environment that welcomes and allows unique expression of identities, cultural backgrounds, and beliefs.



CB-S IN ACTION: PROJECT NAME - THE ART OF PEACE: TELLING OUR STORY



*“The PEACE Project gave my Studio Art students a meaningful space to reflect on who they are and what peace means to them. Through a mix of grid drawing, abstraction, and personal storytelling, students explored their identities and expressed their voices visually. They made connections between their individual journeys and larger community and global issues. This project reminded students that their stories matter—and that art can be a powerful way to share those stories with the world.”*

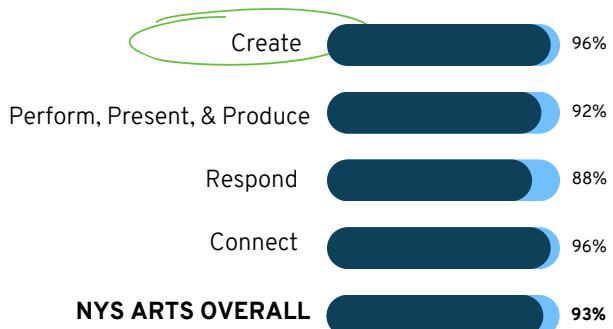
# NYS LEARNING STANDARDS FOR THE ARTS

## NYS ARTS EFFECTIVENESS INDEX:

Overall reflection survey results indicate a **93% effectiveness rate** for the cumulative subgroups (right).

All 4 subgroups were applicable to all but 1 of the partnerships. Among the groups '**Create**' received the highest effectiveness score, with 77% of participants responding 'very effective'.

**Create:** *Select, analyze, interpret, develop, and refine artistic work for conveying meaning and sharing with others.*



## NYS ARTS IN ACTION: PROJECT NAME - MOVEMENT IS A UNIVERSAL LANGUAGE



*"Students created and learned new movements that helped them generate, conceptualize, develop, and refine ideas and work. They then analyzed, memorized, developed and performed movement sharing with others and all the while being aware of the meaning they were trying to convey. Since they also explored in their regular classroom work, the language and culture of various Spanish-speaking countries, they were able to see how dance/movement is influenced by social, cultural, and historical contexts."*

## COLLEGE CAREER CIVIC READINESS

## CCCR EFFECTIVENESS INDEX:

Overall reflection survey results indicate a **91% effectiveness rate** for the cumulative subgroups (right).

Among the groups, '**Civic Mindset**' received the highest effectiveness scores with 74% of participants responding 'very effective'.

**Civic Mindset:** *a strong understanding of self as part of/responsible to a larger social society through democratic, interpersonal, intrapersonal, and informed actions for the meaningful participation of civic life.*



## CCCR IN ACTION: PROJECT NAME - WHAT'S YOUR PATH



*"An interactive art collaboration exploring ways we can imagine our future through pathways, choices, collaboration and cooperation. Using Fiber Arts students explored small individual weaving projects as well as a group interactive giant weaving that took on a life of its own and became a metaphor for a pathway of interaction, envisioning and goal setting."*

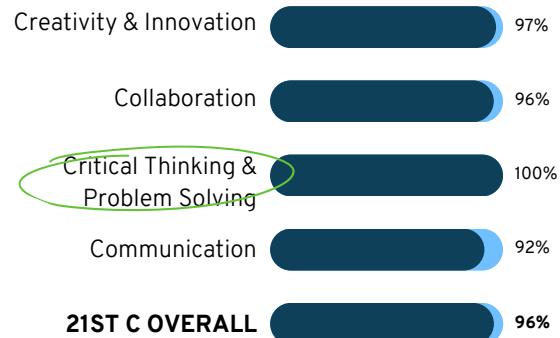
# 21ST CENTURY SKILLS

## 21ST CENTURY SKILLS EFFECTIVENESS INDEX

Overall reflection survey results indicate a **100% effectiveness rate** for the cumulative subgroups (right).

Among the groups '**Critical Thinking & Problem Solving**' was applicable to 81% of the partnerships, and received the highest effectiveness score, with 62% participants responding 'very effective'.

**Critical Thinking & Problem Solving:** Interpret evidence, statements, graphics, questions, etc. accurately. Identify important arguments (i.e., reasons and claims, pro and con). Thoughtfully analyze and evaluate alternative points of view. Draw warranted, judicious, and non-fallacious conclusions. Justify key results and procedures, explain assumptions and reasons. Fair-mindedly follow where evidence and reasons lead.



## 21ST CENTURY SKILLS IN ACTION: PROJECT NAME - SELF REGULATION & PERSONAL WELLNESS



*"Students addressed their social emotional well being and preparedness for coping in addition to assessing their own identity through various thinking, making, experiential, and movement based activities before creating a print series and display book. The prints were based on 4 stencil designs that represent their higher self, self doubts, their most reliable positive coping skill of choice, and how they plan to connect with/to and support others."*

## SOURCES & REFERENCES

### PARTNERSHIPS & COLLABORATORS

PEACE will continue partnerships with local businesses, art collaborators, and non-art collaborators to further our impact on the community.



THE PEACE PROJECT HAS BEEN RECOGNIZED WITH PROCLAMATIONS FROM LOCAL, REGIONAL, STATE, AND FEDERAL GOVERNMENT



ANNUAL REVIEW METRICS MADE POSSIBLE WITH ADDITIONAL RESEARCH FROM

